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ABSTRACT

In order to provide a fall 1976 student profile and to determine the college's market penetration, William Rainey Harper College drew a random sample of 400 traditional credit and 194 continuing education students, representing respectively 3.2% and 2.4% of the total student population. Traditional credit students averaged 27 years of age; 57.8% were women; 59.1% were single, divorced, or widowed; 66.8% had no children; and a majority of those employed were in semi-professional, technical, or semi-skilled jobs. They were also predominantly white, English-speaking, self-supporting high school graduates, who planned to select a major and pursue a degree. Differences showed continuing education students to be older (34.5), employed at professional and semi-professional levels, more likely to have a baccalaureate degree (22.2%), to be taking courses for general interest (65.9%), and planning to continue to do so. Major shifts from 1974 and 1975 enrollments in both groups included an increase in age; a decrease in male enrollment, particularly in the 18 year-old category; and an 84% increase in out-of-district enrollment. Statistics are presented for the sample, total district, and total student populations where possible, and for the years 1974, 1975, and 1976. Conclusions reached from an analysis of the data are also included. (RT)

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STUDENT CHARACTERISTICS AS COMPARED TO THE COMMUNITY PROFILE -- 1976-1977

Vol. IX, No. 1
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Director

Office of Planning and Research
William Rainey Harper College

JC 770 494

ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO PROVIDE A FALL 1976 STUDENT PROFILE FOR GENERAL INFORMATION PURPOSES SOME OF WHICH DATA IS NOT AVAILABLE ON THE AUTOMATED STUDENT DATA FILE. IN ADDITION THIS REPORT ANALYZES HARPER'S MARKET PENETRATION. RANDOM SAMPLES OF 400 TRADITIONAL CREDIT STUDENTS (3.2 PERCENT OF TOTAL STUDENT POPULATION) AND 194 CONTINUING EDUCATION STUDENTS (2.4 PERCENT OF TOTAL CED POPULATION) WERE SURVEYED BY MAIL. RESPONSE RATES OF 86 PERCENT FOR TRADITIONAL CREDIT AND 79 PERCENT FOR CONTINUING EDUCATION STUDENTS WERE OBTAINED. AUTOMATED STUDENT DATA WAS GATHERED ALONG WITH COMMUNITY DEMOGRAPHIC DATA.

AN ANALYSIS OF THIS DATA LED TO THE FOLLOWING CONCLUSIONS. THE OUT-OF-DISTRICT ENROLLMENT INCREASED DRAMATICALLY IN THE FALL OF 1976 OVER PREVIOUS YEARS. THIS INCREASE WAS PARTICULARLY NOTEWORTHY AMONG THE CED ENROLLMENTS. THIS MARKED OUT-OF-DISTRICT ENROLLMENT INCREASE RAISES SOME QUESTIONS ABOUT HARPER'S ENROLLMENT MONITORING PROCEDURE, ITS ACCOUNTING PROCEDURE, ITS OUT-OF-DISTRICT TUITION POLICY, ITS MARKET PENETRATION ANALYSIS AND ITS FUTURE ENROLLMENT PROJECTION PROCEDURE.

THE MAJOR CAUSE OF THE ENROLLMENT LEVELING OFF IN THE FALL OF 1976 WAS THE DECLINE IN THE PERCENTAGE OF IN-DISTRICT MALE 18 YEAR OLDS AND OF IN-DISTRICT MALES IN GENERAL. THIS WAS PROBABLY BECAUSE OF THE INCREASE IN JOBS AVAILABLE. THE AVERAGE AGE OF STUDENTS IS 27.0 FOR THE TRADITIONAL CREDIT AND 34.5 FOR THE CED STUDENT. FINALLY, BROCHURES AND LETTERS RECEIVED IN THE MAIL ARE THE MOST IMPORTANT SOURCE OF INFORMATION NEEDED ABOUT HARPER BY CED STUDENTS WHILE THE CATALOGUE, THE SCHEDULE AND COUNSELORS ARE THE MOST IMPORTANT SOURCE OF NEEDED INFORMATION ABOUT HARPER FOR TRADITIONAL CREDIT STUDENTS.

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Purpose

The purpose of this study was to provide a Fall 1976 student profile for general information purposes. This profile contains data which is not available on the automated student data file. In addition, this study compares student data with community demographic data and allows an analysis of the percentage of various sub-groups of the community reached by Harper. This study is part of the Student Affairs goals to study Harper students and the community and to use the data to help the institution better serve the needs of these groups.

Population Surveyed

Among the traditional credit students, a random sample of 400 students was chosen which represent 3.2 percent of the total of 12,462 traditional credit students enrolled in the fall of 1976. Similarly, a random sample of 194 continuing education students was selected which represents 2.4 percent of this CED population of 8,065 students. Responses were received from 343 of 400 traditional credit students for a return rate of 86 percent. Likewise, 154 of the 194 continuing education students answered the survey for a 79 percent response rate.

	Traditional Credit Students		Continuing Education Students	
	Number	Response Percent	Number	Response Percent
Mail response	226	56.5	94	48.5
Telephone response	117	29.2	60	30.9
Total response	343	85.7	154	79.4
Non-responses	57	14.3	40	20.6
Total sample	400		194	

A comparison of the respondents profile with the profile of the sample and the entire population indicates the respondents were much more likely to be female than the total student population and to a lesser extent more likely to be full-time students. It is not clear what caused this sampling error but the survey results will be biased to the extent of this sampling error.

Method Used

The instrument, shown in the appendix, was the same one developed for the 1974 survey and used in the 1975 and the 1976 survey. This survey form was mailed to the samples described previously with a pre-addressed, stamped, return envelope. After three weeks, those who did not respond were sent a reminder postcard. After another three weeks, some of the information was gathered over the telephone from those who had still not responded.

Discussion of Results

One of the big surprises in the fall 1976 enrollment was the big increase in out-of-district students. Among the traditional credit students there was a slight decrease from 1975 in the percent of the district population enrolled at Harper. However, at the same time the out-of-district traditional credit enrollment rose 20 percent from 14.3 percent of the total enrollment to 16.6 percent. Among continuing education enrollment the result was even more surprising. The percent of the district population enrolled at Harper increased moderately from 1975 from 1.24 percent to 1.42 in 1976. However, during this same time period the out-of-district enrollment increased 84 percent. In past years the out-of-district enrollment accounted for only 10½ percent of the total CED enrollment but in 1976 the out-of-district student body comprised 25 percent of the total CED enrollment. Moreover, 33 percent of the credit-free students lived out-of-district. Pages 6 and 7 of the Detailed Results section backup this discussion.

This dramatic rise in the out-of-district enrollment in the fall of 1976 raises a number of questions and points.

(a) Should Harper more closely monitor the out-of-district enrollment trends?

(b) Should Harper account separately for out-of-district tuition revenues not paid by chargeback?

(c) Should Harper have an out-of-district tution for credit free students? This in turn raises the question as to where local taxes should partially support the CED program.

(d) This higher than expected levels of out-of-district enrollments will change market penetration analyses and will change enrollment projection methodology in the future.

A look at the enrollment by male and female by age (pages 8 and 9 in the detailed results section) shows the biggest loss in enrollment among traditional credit students came in the male 18 years old category. Overall, male in-district enrollment penetration dropped more than female. However, as discussed previously, out-of-district enrollment increases more than made up for these losses. Similarly, among CED enrollments the percent of district males enrolled at Harper declined from 1975 while the percent of females enrolled increased. It was suspected that the high employment rates accounted for the leveling off enrollment in 1976 at Harper and it seems logical that the increased availability of jobs might affect male enrollment.

In examining the profile of students, the average age of both traditional credit and CED enrollment is increasing. The largest increase came in the number of students over 46. The average age of traditional credit students was 27.0 while the average age of CED students was 34.5 during the fall of 1976. Since about two-thirds of the traditional credit and 89 percent of the CED students work full-time, it is interesting to examine the skill levels of their jobs. This year among the traditional credit students there was an increase in semi-professionals and semi-skilled workers while there was a decrease in the proportion of managerial, skilled tradesmen and public officials. Among CED students there was an increase in the proportion of professionals and semi-skilled workers and a decrease in semi-professionals, small business owners and public officials.

During the fall of 1976, 34 percent of the traditional credit students had post secondary experience prior to enrolling at Harper which is a decline from 1974 when 48 percent reported having post secondary experience prior to Harper. About 62 percent of the CED students reported post-secondary educational experiences before they enrolled at Harper.

Brochures and letters received in the mail are the greatest source of needed information about Harper for CED students and the importance of this source seems to be growing. On the other hand for traditional credit students, the catalogue, the semester schedule and counselors remain the most important source of needed information.

Major Conclusions

The out-of-district enrollment increased dramatically in the fall of 1976 over previous years. This increase was particularly noteworthy among the CED enrollments. This marked out-of-district enrollment increase raises some questions about Harper's enrollment monitoring procedure, its accounting procedure, its out-of-district tuition policy, its market penetration analysis and its future enrollment projection procedure.

The major cause of the enrollment leveling off in the fall of 1976 was the decline in the percentage of in-district male 18 year olds and of in-district males in general. This was probably because of the increase in jobs available. The average age of students is 27.0 for the traditional credit and 34.5 for the CED student. Finally, brochures and letters received in the mail are the most important source of information needed about Harper by CED students while the catalogue, the schedule and counselors are the most important source of needed information about Harper for traditional credit students.

COMPARISON OF RESPONDENTS WITH SAMPLE AND POPULATION

	Traditional Credit									Continuing Education					
	Respondents			Total Sample			Total Student Population			Respondents			Total Sample		
	1974	1975	1976	1974	1975	1976	1974	1975	1976	1974	1975	1976	1974	1975	1976
Male	50.6	49.7	41.7	50.7	50.8	42.2	51.7	49.1	48.2	35.4	38.7	20.8	39.8	43.8	24.4
Female	49.4	50.3	58.3	49.3	49.2	57.8	48.3	50.9	51.8	64.6	61.3	79.2	60.2	56.2	75.6
Under 21	50.8	37.4	39.4	50.3	38.8	41.9	42.9	39.5	38.9	10.9	5.3	9.1		12.2	12.8
21 and over	49.2	62.6	60.6	49.7	61.2	58.1	57.1	60.5	61.1	89.1	94.7	90.9		87.8	87.2
Full-time	43.4	40.2	39.9	42.8	40.9	38.1	38.5	36.7	34.2	1.3	5.7	4.9		4.4	4.6
Part-time	56.6	59.8	60.1	57.2	59.1	68.9	61.5	63.3	65.8	98.7	94.3	95.1		95.6	95.4
Day	48.9	39.9	46.0	46.9	39.9	45.9	59.8	59.0	59.5	27.2	24.7	30.0		26.6	33.9
Evening	37.4	45.7	39.3	38.5	43.9	39.1	40.2	41.0	40.5	64.9	69.8	63.6		69.1	60.0
Combined	13.7*	14.4***	14.7***	14.6*	16.2***	15.0***				7.9**	5.5****	6.4		4.3****	6.1

*70.4.4 of credits are day

**42.9 of contact hours are day

***66.7 of credits are day

****50.0 of contact hours are day

Total Student Population

	1974	1976
Males	35.1%	34.0
Females	64.9	66.0
	100.0%	100.0%
Not Specified	.1%	25.1%

GEOGRAPHIC LOCATION OF STUDENTS

	Traditional Credit Students				
	1974	1975	1976		
Location	Percent of Population Enrolled at Harper	Percent of Population Enrolled at Harper	Harper Students	Population	Percent of Population Enrollled at Harper
Palatine TWP	2.84	3.16	2,072	69,000	3.00
Barrington H. S. District	1.36	2.66	555	21,300	2.61
Schaumburg TWP	2.11	2.60	2,329	91,700	2.54
Elk Grove TWP	2.36	2.58	2,092	91,200	2.29
Wheeling TWP	1.64	2.22	2,815	139,800	2.01
Total District	2.14	2.61	9,863	413,000	2.39
Number out-of-district	1,338	1,732	1,975		
Percent out-of-district	14.0	14.3	16.6		
Villages					
Palatine	4.05	5.04	1,435	31,447	4.56
Hoffman Estates	2.92	3.35	1,035	31,833	3.25
Rolling Meadows	2.68	3.05	523	19,785	2.64
Elk Grove	2.38	2.69	660	25,303	2.61
Wheeling	2.09	3.08	467	18,100	2.58
Arlington Heights	2.08	2.69	1,801	71,012	2.54
Mount Propsect	2.14	2.95	1,217	48,975	2.49
Schaumburg	2.10	2.64	1,057	43,580	2.43
Buffalo Grove*	2.04	2.03	316	13,667*	2.31
Prospect Heights	.97	.92	120	12,663	.95

*Only portion which is in-district

GEOGRAPHIC LOCATION OF STUDENTS

Continuing Education

Location	1974 Percent of Population Enrolled at Harper	1975 Percent of Population Enrolled at Harper	1976 Harper Students	1976 Population	1976 Percent of Population Enrolled at Harper
Barrington H. S. District	2.23	2.54	349	21,300	1.64
Palatine TWP	1.42	1.47	1,203	69,000	1.74
Wheeling TWP	.73	1.06	1,466	139,800	1.05
Schaumburg TWP	1.02	1.20	983	91,700	1.07
Elk Grove TWP	.86	1.19	1,146	91,200	1.26
Total District	1.04	1.29	5,147	413,000	1.25
Number out-of-district	461	610	1,687		
Percent out-of-district	10.3	10.7	24.7		
Villages					
Palatine	2.26	2.40	918	31,447	2.92
Wheeling	.69	1.51	349	18,100	1.93
Elk Grove	.90	1.35	392	25,303	1.55
Schaumburg	1.16	1.43	648	43,580	1.49
Rolling Meadows	1.33	1.44	271	19,785	1.37
Mount Propsect	.76	1.28	548	48,975	1.12
Arlington Heights	1.09	1.26	933	71,012	1.31
Hoffman Estates	1.24	1.37	327	31,833	1.03
Buffalo Grove*	1.02	1.97	142	13,667*	1.04
Prospect Heights	.26	.66	7	12,663	.06

*Only portion which is in-district

Degree to Which Various Segments of District Population Enrolled at Harper

Traditional Credit Enrollment - Males

	Fall Enrollment			Population*			Percent Enrolled		
	1974	1975	1976	1974	1975	1976	1974	1975	1976
17	146	32	0	3,565	3,785	4,054	4.10	.85	0
18	884	886	594	3,430	3,564	3,947	25.66	24.86	15.05
19	649	570	759	2,215	2,301	3,717	29.30	24.77	20.42
20-21	902	728	661	4,061	4,195	4,150	22.21	17.35	15.93
22-25	482	792	825	10,660	11,017	12,270	4.52	7.19	6.72
26-35	649	1,456	1,353	30,747	32,656	43,670	2.11	4.46	3.10
36-45	356	538	297	29,724	31,475	28,665	1.20	1.71	1.04
46 and over	188	127	265	32,738	34,384	40,795	.57	.37	.65
	4,252	5,129	4,754	117,140	123,377	141,268	3.63	4.16	3.37
Average age	24.5	26.0	26.2						

Traditional Credit Enrollment - Females

17	184	97	78	3,869	4,108	4,054	4.76	2.36	1.92
18	693	714	693	3,724	3,870	3,947	18.61	18.45	17.56
19	468	843	821	2,405	2,499	3,717	19.46	28.94	22.09
20-21	571	745	796	4,409	4,555	4,150	12.95	16.36	19.18
22-25	530	746	539	11,015	11,383	12,270	4.81	6.55	4.39
26-35	834	1,200	1,105	31,772	33,744	43,670	2.63	3.56	2.53
36-45	550	745	744	30,716	32,525	28,665	1.79	2.29	2.60
46 and over	143	227	333	36,578	38,416	40,795	.39	.59	.82
	3,973	5,317	5,109	124,488	131,100	141,268	3.19	4.06	3.62
Average age	26.1	26.7	27.4						

*Population by age (20 and up) taken from Real Estate Research Population Projections for Harper College while 17, 18 and 19 year old population taken from school census data gathered from schools in the Harper District.

Degree to Which Various Segments of District Population Enrolled at Harper

Continuing Education Enrollment - Males

	Fall Enrollment			Population*			Percent Enrolled		
	1974	1975	1976	1974	1975	1976	1974	1975	1976
17-19	38	78	57	9,210	9,650	11,718	.41	.81	.49
20-21	230	155	228	4,061	4,195	4,150	5.66	3.70	5.49
22-25	380	703	285	10,660	11,017	12,270	3.57	6.38	2.32
26-35	570	546	569	30,747	32,656	43,670	1.85	1.67	1.30
36-45	228	546	342	29,724	31,475	28,665	.77	1.74	1.19
46 & over	152	234	398	32,738	34,384	40,795	.46	.68	.98
	1,598	2,262	1,879	117,140	123,377	141,268	1.36	1.83	1.33
Average age	30.9	32.1	34.9						

Continuing Education Enrollment - Females

17-19	125	126	163	9,998	10,477	11,718	1.25	1.20	1.39
20-21	167	127	270	4,409	4,555	4,150	3.79	2.79	.65
22-25	458	315	486	11,015	11,383	12,270	4.16	2.77	3.96
26-35	750	885	1,107	31,772	33,744	43,670	2.36	2.62	2.53
36-45	792	1,073	567	30,716	32,525	28,665	2.58	3.30	1.98
46 and over	125	378	675	36,578	38,416	40,795	.34	.98	1.65
	2,417	2,904	3,268	124,488	131,100	141,268	1.94	2.22	2.31
Average age	32.4	35.6	34.5						

*Population by age (20 and up) taken from Real Estate Research Population Projections for Harper College while 17, 18, and 19 year old population taken from school census data gathered from schools in the Harper District.

Demographic Factors of Students

	Traditional Credit			Continuing Education		
Sex	1974	1975	1976	1974	1975	1976
Male	50.7%	50.8%	42.2%	35.4%	43.8%	24.5%
Female	49.3	49.2	57.8	64.6	56.2	75.5
Number responding	406	396	393	82	96	200
Marital Status						
Single	59.7%	51.5	55.8	21.9	25.3	33.8
Married	37.4	43.9	40.9	73.2	66.7	60.4
Divorced	2.9	4.6	2.7	3.6	5.3	5.2
Widow or widower	-	-	.6	1.3	2.7	.6
Number responding	358	326	337	82	75	154
Age						
16	0	0	0	1.2	0	.7
17	4.5	1.2	.9	0	0	.6
18	20.1	15.3	12.7	2.4	.27	2.0
19	13.1	13.5	16.3	1.2	1.3	1.3
20	13.1	7.4	9.5	6.1	1.3	4.6
21	3.6	6.7	5.3	3.7	4.0	4.5
22-25	12.3	14.7	13.3	20.7	18.7	14.9
26-30	8.9	16.3	12.4	15.9	16.0	23.4
31-35	8.4	9.2	12.4	15.9	12.0	9.7
36-45	11.8	12.3	11.0	25.6	32.0	17.5
46-55	4.2	3.1	4.7	4.9	8.0	13.6
56-64	0	.3	1.5	1.2	2.7	3.9
65 and over	0	0	0	1.2	1.3	3.3
Number responding	358	326	338	82	75	154
Average age	25.3	26.2	27.0	31.8	34.2	34.5
Number of Children						
None	61.8	63.2	66.8	47.8	37.8	51.0
One	6.2	9.7	8.0	10.9	13.5	9.9
Two	14.2	15.0	12.5	13.0	16.2	21.8
Three	11.7	9.3	8.3	26.1	14.9	9.3
Four or more	6.2	2.8	4.4	2.2	17.6	8.0
Number responding	225	321	337	46	74	151
Average number	1.00	.82	.80	1.26	1.78	1.21
Present Full-Time Occupation						
Managerial or executive	9.3	8.2	6.5	8.9	9.9	9.0
Professional	3.3	5.7	5.6	22.2	21.1	34.4
Sales professional	2.3	5.7	3.6	2.2	4.2	3.8
Semi-professional, technical	20.9	18.3	25.5	26.8	25.4	18.4
Semi-skilled	9.3	11.1	14.1	8.9	12.7	13.9
Skilled trade	3.3	6.6	2.6	4.4	1.4	2.1
Small business owner	.9	.3	.5	4.4	1.4	.3
Supervisor or public official	6.0	5.1	3.4	6.7	5.6	4.2
Unskilled	3.8	7.0	4.7	2.2	2.8	2.8
Students not employed F-T	40.9	32.0	33.5	13.3	15.5	11.1
Number responding	215	316	322	45	71	144

	Traditional Credit			Continuing Education		
Language Used Most at Home	1974	1975	1976	1974	1975	1976
English	96.7%	98.0	96.2	96.9%	97.7%	99.7%
Spanish	.9	0	.7	2.5	2.3	.3
German	.9	0	.4	.6	0	0
Italian	.8	.5	.6	0	0	0
Polish	.6	0	.3	0	0	0
French	.1	0	0	0	0	0
Scandinavian	0	.5	0	0	0	0
Other	0	1.0	1.8	0	0	0
Number responding	355	201	538	80	44	151
Primary Ethnic Background						
White caucasian	97.1	93.0	95.9	95.1	97.4	100
Latino, Mexican American	1.4	2.7	2.3	2.5	2.6	0
Black American	.6	.5	.3	1.2	0	0
Foreign students "F" or "J" visa	.6	1.1	.3	1.2	0	0
Asian American	.3	2.7	1.2	0	0	0
Number responding	336	185	325	80	38	149
Number of Brothers and Sisters						
None	6.3	8.3	6.0	4.5	11.0	11.4
One	23.1	23.2	24.5	29.6	27.4	27.5
Two	25.8	24.4	24.3	18.2	26.0	26.9
Three	20.4	18.4	18.0	15.9	8.2	13.4
Four or more	24.4	25.7	27.2	31.8	27.4	20.8
Number responding	221	315	334	44	73	149
Average	2.58	2.56	2.63	2.73	2.41	2.26
Financial Support Received from Parents Each Year						
Received no financial support	70.9	75.0	72.4	92.1	89.3	92.8
$1 - $499	10.2	10.1	10.8	5.3	0	5.1
$500 - $999	6.1	3.6	6.3	0	7.1	0
$1,000 - $1,999	7.1	3.0	5.2	2.6	0	1.4
$2,000 - $3,999	3.6	6.0	2.4	0	3.6	.7
$4,000 - $5,999	1.0	1.8	1.8	0	0	0
$6,000 - $7,999	.5	0	0	0	0	0
Over $8,000	0	0	1.1	0	0	0
Mean	$374	$365	$459	$ 53	$161	$ 56
Number responding	196	168	286	38	28	139
Financial Independence from Parents						
Not independent, live with parents	45.5	36.1	36.0	8.1	4.9	9.3
Independent but live with parents	10.2	12.3	16.2	2.7	11.5	13.7
Indenendent, live away from parents	44.3	51.0	47.8	89.2	83.6	77.0
Not independent, live away from parents		.6	0	0	0	0
Number responding	205	310	314	37	61	139

Education Prior to Harper

Program Followed in High School	Traditional Credit 1974	1975	1976	Continuing Education 1974	1975	1976
Primarily college prep	44.9%	44.3%	44.3%	62.3%	50.7%	62.9
General	38.8	38.9	38.1	22.2	30.7	24.1
Office occupations	8.4	5.4	7.0	8.9	12.0	10.9
Primarily vo-tech	5.3	6.7	8.1	4.4	5.3	1.4
Distributive education	.9	1.9	.7	2.2	0	0
Diversified occupations	.8	1.9	.3	0	0	.7
Other	.8	1.9	1.5	0	1.3	0
Number responding	227	316	325	45	75	147
Highest Educational Level Attained Prior to Attending Harper						
Some high school	2.7	.3	.6	4.8	5.4	2.0
High school graduate	46.2	60.1	61.4	33.8	33.8	35.6
GED equivalency diploma	3.5	1.3	3.6	2.4	1.4	.7
Technical or business school graduate	5.0	3.1	3.3	8.4	0	6.0
Some college	30.4	22.1	21.3	16.9	24.3	18.8
Associate degree	1.9	1.9	1.5	4.8	8.1	2.0
Some hours beyond associate degree	2.3	.9	1.8	2.4	0	.7
Three year nursing degree	.4	0	0	0	0	1.3
Bachelor's degree	6.9	9.4	5.9	20.5	23.0	22.2
Master's degree or higher	.7	.9	.6	6.0	4.0	10.7
Number responding	260	321	336	83	74	149

Establishing a Relationship with Harper

How Student First Heard About Harper						
Parents or friends or relatives	27.3	32.8	35.5	15.8	12.0	20.0
Can't remember when first heard about Harper	21.1	21.2	17.0	19.0	17.3	13.0
Materials received from Harper in mail	11.2	14.4	16.3	20.7	48.0	31.6
Saw the campus or live close to the campus	14.5	10.7	7.7	9.2	6.7	12.6
Newspaper articles or advertising	7.8	8.3	6.9	12.2	10.7	9.7
Literature at the high school	8.4	7.1	8.3	4.9	3.3	4.7
High school counselor	5.9	3.4	3.8	3.0	0	2.3
Heard about it through work	2.2	1.2	3.0	4.9	1.3	3.3
Visit by Harper representative to high school	.6	.3	0	0	0	0
Inquiries for special program	.6	0	.6	0	.7	.7
Harper area cooperative program	0	.3	.0	0	0	0
Talked to Harper counselor	0	.3	.3	0	0	.7
Referendum	0	0	0	0	0	.7
Real estate agent or Welcome Wagon	0	0	0	0	0	.7
Other	.6	0	0	8.5	0	0
Number responding	358	326	338	82	75	150

What or Who Most Convinced Student to Attend Harper	Traditional Credit 1974	1975	1976	Continuing Education 1974	1975	1976
It is so convenient to get to	26.1	32.2	23.7	27.0	30.7	27.4
I could get specific program or course	18.9	18.9	20.1	5.4	22.8	22.3
It is so inexpensive	16.2	15.3	12.2	8.1	8.0	7.4
No particular reason or personal development	15.4	12.8	7.7	17.6	9.0	6.3
Parents, friends or relatives	13.8	10.7	21.0	16.2	5.7	17.7
Material received from Harper in mail	2.6	2.7	2.1	9.5	19.3	10.8
A visit to Harper's campus talking to faculty or counselors	1.7	1.6	2.3	0	0	0
High school counselor	2.1	.8	1.3	0	0	0
Facilities on the campus impressed them	.9	.8	3.2	5.4	0	0
It is easy to transfer courses to a four year college	0	.8	.6	0	0	0
Literature in the high school	.2	.8	1.2	1.3	1.1	.6
Literature at work, supervisor or professional association	1.2	1.1	2.9	2.7	0	2.3
Newspaper articles or advertisements	.5	.6	.2	6.8	3.4	4.6
Wanted to use VA benefit	0	.3	0	0	0	0
Harper is better than closest community college	.2	.3	.6	0	0	0
Harper area cooperative program	0	.3	0	0	0	0
Scholarships available	0	0	.3	0	0	0
It's a good place to find direction in your life	0	0	.3	0	0	0
Worked at Harper	0	0	.3	0	0	0
Number responding	423	366	335	74	88	175

Goals at Harper

Purpose for Enrolling at Harper						
Enroll in a specific major field	55.2	55.2	54.6	17.1	14.6	13.3
Search for a major field of interest	23.6	21.8	20.4	7.3	10.7	9.8
Take courses for general interest	14.7	17.5	19.1	52.4	64.0	65.9
For retraining or refresher purposes	6.6	5.5	5.9	23.2	10.7	11.0
Number responding	363	326	333	82	75	154
Length of Time Planned to Stay at Harper as a Student						
Two years, full-time	30.5	24.8	26.9	0	3.7	2.9
Two or more years part-time	33.8	33.6	38.8	27.8	38.9	45.3
Less than two years part-time	10.1	16.1	10.7	41.6	44.4	22.6
One semester and transfer	7.3	13.6	10.4	6.9	9.2	14.6
Two semesters and transfer	9.6	4.2	7.1	4.2	1.9	1.5
Less than two years and get a job	5.2	1.6	6.1	1.4	1.9	9.5
Unsure	3.5	6.1	0	18.1	0	0
Continuously off and on	0	0	0	0	0	3.6
Number responding	344	310	309	72	54	137

Plans for a Major Field	Traditional Credit 1974	1975	1976	Continuing Education 1974	1975	1976
Have had one major field since attending Harper	58.3	58.4	63.1	18.0	17.5	12.5
Have changed major fields or plan to change major field	6.3	6.9	5.4	4.2	3.2	2.2
Do not need major field of study	17.7	19.9	18.9	52.8	60.3	70.9
New student, needs more information about a major field	9.4	6.6	6.2	16.7	9.5	6.6
Transfer student entering a new field	4.0	1.6	1.8	1.4	0	.4
Bachelor's degree student entering a new field	4.3	7.5	4.6	6.9	9.5	7.4
Number responding	350	305	325	72	63	136
Highest Degree Planned						
No degree	12.8	14.2	13.7	36.4	39.1	47.2
Unsure	6.0	.9	0	7.8	2.9	0
Associate degree	21.4	30.4	32.9	11.6	20.3	16.9
Bachelor's degree	37.7	30.4	33.7	24.7	23.2	19.7
Master's degree	18.6	19.3	17.6	18.2	14.5	11.3
Ph.D. or Ed.D.	3.5	4.8	2.1	1.3	0	4.9
Number responding		306	328		69	142
Sources From Which Greatest Help Was Received in Obtaining Needed Information at Harper						
College catalogue or schedule	27.7	23.7	29.7	29.6	19.8	20.1
Counselors	20.4	17.8	21.8	7.4	8.6	5.3
Brochures or letters received in mail	15.6	16.2	14.1	31.4	46.9	49.1
Other students	16.3	19.0	13.9	7.4	4.9	4.2
Faculty	11.5	14.4	10.3	9.3	3.7	5.3
Newspaper releases	3.7	5.5	4.8	9.3	16.1	13.0
Employer or fellow workers	.7	0	1.5	1.9	0	0
Found information I needed on my own	1.8	1.3	1.5	0	0	1.2
Admissions office	.4	.8	.9	1.8	0	.6
Relatives or friends	.7	.5	.6	1.9	0	0
Posters or bulletin board	.4	0	.3	0	0	0
Coach	.4	0	.3	0	0	0
Library	0	0	.3	0	0	0
Career Development Course	0	0	0	0	0	.6
Number responding	270	391	334	54	81	169

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